

Self Assessment

Question 1: Are my AfL understandings/efforts research-driven?		
BEGINNING	PROGRESSING	EXEMPLARY
I am beginning to review research on the effect of AfL on teacher quality, student achievement, and motivation to learn.	I have a basic familiarity with research on the effect of AfL on teacher quality, student achievement, and motivation to learn.	I am very familiar with the research on the effect of AfL on teacher quality, student achievement, and motivation to learn. The intentional integration of this research is evident in my daily classroom practices.
Question 2: Do I intentionally collect and analyze information about my teaching and its effect on my students' learning?		
BEGINNING	PROGRESSING	EXEMPLARY
I am eager to begin collecting evidence on the ways that my teaching affects student learning in my classroom.	Some of my lessons demonstrate my efforts to use AfL practices to refine and revise my teaching in ways that have a proven positive effect on student learning in my classroom.	I consistently use AfL to collect strong evidence of student learning and to raise the quality of my own teaching. I can document exactly which instructional practices have had positive effects on student learning in my classroom.
Question 3: Do my students have opportunities in my classroom to assess and regulate their own learning?		
BEGINNING	PROGRESSING	EXEMPLARY
My students are not aware that they can assess and regulate their own learning. I will take steps to raise their self-assessment awareness and skill.	My students have basic-self-assessment knowledge and skill. They usually have a general idea of what they must do more of, or less of, or what they should do next to be successful. I am not consistent in making self-assessment an integral part of each lesson.	My students and I are partners in learning. We consistently share information about learning goals and success criteria. My students are skilled self-assessors and confident self-regulated learners.
Question 4: Do I use the AfL process as I am teaching to guide what I do?		
BEGINNING	PROGRESSING	EXEMPLARY
I collect information on student learning at the end of a lesson, not while I am teaching. I use evidence of student learning to improve how I will teach the lesson to the next group of students.	I am sometimes able to guide my teaching based on information that I am gathering. I always use what I know about my students' learning to re-teach concepts until they reach mastery.	I know exactly where my student and I are headed and the criteria for success. I constantly gauge student learning to monitor and adjust my teaching as I am working with my students.
Question 5: Do I draw on AfL information to guide my conversations with parents, other teachers, and administrators about student learning and achievement in my classroom?		
BEGINNING	PROGRESSING	EXEMPLARY
I rely mostly on assessment <i>of</i> learning, (summative) and the information that I collect exists as grades and scores. What I collect does little to help me describe the learning that is and is not taking place in a way that is helpful to others.	I use the AfL process to gather information to share with others about student learning in my classroom. This evidence provides a rich description of where my students are in relation to the learning goals.	I consistently collect precise, timely, and descriptive evidence from the AfL process that guides my conversations with others regarding exactly what my students know and are able to do as they make progress toward the clearly defined learning goals.